

Dialogues Across Difference Faculty Workshop

March 5, 2024



Upon arrival, please use this QR code or the link you received via email to complete a very brief survey

Welcome & Project Overview	Raquel Aldana, Principal Investigator, School of Law Mark Simon, Principal Consultant, Storywalkers Consulting	11:10am
Participant Survey	Amber Boydston, Political Science Brian Trainor, Psychology Diane Beckles, Plant Sciences Sophia Mattingly, School of Education	11:25am
“Disruptive Speech/Collected Stories” Theatre for Social Change	Margaret Laurena Kemp, Theater and Dance <ul style="list-style-type: none"> • EJ Agata • Madeline Weissenberg • Megan Abbanat • Valerie Harris • Vinh Ton 	11:45am
Toward a Better Understanding of Free Speech and Discussion	Brian Soucek, School of Law	12:25pm
Break, Grab Lunch, Find Group		12:45pm
Input from those in attendance via breakout groups (more information below)	Denneal Jamison-McClung, Biotechnology Program Glaucia Helena Carvalho do Prado, Chemical Engineering Lorena Márquez, Chicana/o/x Studies Sophia Mattingly, School of Education Stephen Garcia, Graduate School of Management	1:00pm
Campus Resources & Website diversity.ucdavis.edu/dialogues-across- difference	Amber Boydston, Political Science Thomas O’Donnell, Office of Academic Diversity	1:45pm
Closing Thoughts and Reflections	Raquel Aldana, Principal Investigator, School of Law Mark Simon, Principal Consultant, Storywalkers Consulting	2:00pm

During the breakout sessions for participant input (1:00pm), we will ask you to divide among the following topics, labeled on each of the tables:

1. Syllabus Language
2. Setting Expectations - First Class Meeting
3. Supporting Faculty and TAs
4. Handling Disruptive Statements in Class
5. Creating Teachable Moments

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Statement of Purpose:

The exchange of diverse ideas is both essential to a healthy academic environment and, potentially, a source of disruption of learning or teaching in the classroom.

Some instances of speech (ranging from verbal statements to symbolic attire) can be challenging for instructors and students to navigate. These include instances of speech perceived as provocative, insensitive, and/or invoking a stereotype of an individual or group. Challenging speech can be distressing to those involved and, in some contexts, pedagogically detrimental, preventing the class from meeting its learning objectives. And even seemingly benign speech can turn into disruptive speech when it derails a class from its learning objectives.

But when faculty know their rights and responsibilities to academic freedom, have set clear expectations for their classroom with regard to challenging speech, and are familiar with best practices for addressing challenging speech in a classroom setting, challenging speech can be pedagogically useful, allowing students to exchange ideas and to reinforce the learning objectives of a given class by considering different perspectives.

Community of Faculty Members

Amber Boydston, Political Science

Amy Motlagh, Comparative Literature and Middle Eastern/South Asian Studies

Brian Trainor, Psychology

Brian Soucek, School of Law

Denneal Jamison-McClung, Biotechnology Program

Diane Beckles, Plant Sciences

Glaucia Helena Carvalho do Prado, Chemical Engineering

Lorena Márquez, Chicana/o/x Studies

Margaret Laurena Kemp, Theater and Dance

Raquel Aldana, School of Law

Sophia Mattingly, School of Education

Stephen Garcia, Graduate School of Management